

SEC. 11004. COVID-19 RESPONSE RESOURCES FOR THE PRESERVATION AND MAINTENANCE OF NATIVE AMERICAN LANGUAGES.

(a) Section 816 of the Native American Programs Act of 1974 (42 U.S.C. 2992d) is amended by adding at the end the following:

“(f) In addition to amounts otherwise available, there is appropriated for fiscal year 2021, out of any money in the Treasury not otherwise appropriated, \$20,000,000 to remain available until expended, to carry out section 803C(g) of this Act.”

(b) Section 803C of the Native American Programs Act of 1974 (42 U.S.C. 2991b-3) is amended by adding at the end the following:

“(g) EMERGENCY GRANTS FOR NATIVE AMERICAN LANGUAGE PRESERVATION AND MAINTENANCE.—Not later than 180 days after the effective date of this subsection, the Secretary shall award grants to entities eligible to receive assistance under subsection (a)(1) to ensure the survival and continuing vitality of Native American languages during and after the public health emergency declared by the Secretary pursuant to section 319 of the Public Health Service Act (42 U.S.C. 247d) with respect to the COVID-19 pandemic.”

SEC. 11005. BUREAU OF INDIAN EDUCATION.

In addition to amounts otherwise available, there is appropriated to the Bureau of Indian Education for fiscal year 2021, out of any money in the Treasury not otherwise appropriated, \$850,000,000, to remain available until expended, to be allocated by the Director of the Bureau of Indian Education not more than 45 calendar days after the date of enactment of this Act, for programs or activities operated or funded by the Bureau of Indian Education, for Bureau-funded schools (as defined in section 1141(3) of the Education Amendments of 1978 (25 U.S.C. 2021(3)), and for Tribal Colleges or Universities (as defined in section 316(b)(3) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)(3))).

SEC. 11006. AMERICAN INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION.

In addition to amounts otherwise available, there is appropriated to the Department of Education for fiscal year 2021, out of any money in the Treasury not otherwise appropriated, \$190,000,000, to remain available until expended, for awards, which shall be determined by the Secretary of Education not more than 180 calendar days after the date of enactment of this Act, of which—

(1) \$20,000,000 shall be for awards for Tribal education agencies for activities authorized under section 6121(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7441(c));

(2) \$85,000,000 shall be for awards to entities eligible to receive grants under section 6205(a)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7515(a)(1)) for activities authorized under section 6205(a)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7515(a)(3)); and

(3) \$85,000,000 shall be for awards to entities eligible to receive grants under section 6304(a)(1) of the Elementary and Secondary Education Act of 1965 of 1965 (20 U.S.C. 7544(a)(1)) for activities authorized under section 6304(a)(2-3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7544(a)(2-3)) and other related activities.

MORNING BUSINESS

ADDITIONAL STATEMENTS

TRIBUTE TO JOHN LAIRD

• Mr. DAINES. Madam President, this week I have the honor of recognizing

John Laird of Liberty County. John embodies the American dream and exhibits strong Montana values.

In 1887, John's ancestors came to America from Scotland looking for a better life. John's ancestors homesteaded in the Sweet Grass Hills region that surrounds present day Chester, MT. They built a large sheep farm and broke horses for the Canadian Guards. Farming is hard work and not for the faint of heart, but John's family persevered.

The land was passed down from generation to generation. John is a proud wheat farmer of those hills today, moving the same rocks as his great-great-grandfathers did. John and his wife, Rita, raised their three children, Cory, Heather, and Mitchell, on this land. All three of their children attended Montana schools and universities and have gone on to start families of their own.

The Laird family story highlights the agricultural history of Montana, and the tenacity and legacy of those who immigrated to the United States seeking to create a better life. It is my honor to recognize John Laird as a successful farmer and father and for leading a life that represents everything Montanans hold dear.●

**VERMONT STATE OF THE UNION
ESSAY CONTEST FINALISTS**

• Mr. SANDERS. Madam President, I ask to have printed in the RECORD some of the finalists' essays written by Vermont High School students as part of the 11th annual "State of the Union" essay contest conducted by my office.

The material follows:

FINALISTS

EH KA LUU, WINOOSKI HIGH SCHOOL, SENIOR

"Don't hold a guy's hand; you'll get pregnant," my mom informed me as I sat on the toilet, looking at the well wrapped square. I engraved those words in my mind. My whole 6th grade year, I avoided the hands of the opposite gender, by keeping my hands in the pocket of my hoodie due to my moms version of sex education. Yet, in seventh grade I had Health class, where curiosity got the best of me.

"Mrs- where do babies come from?" I looked up and back down, she smiled and explained everything to me, this was where things started to make sense. I realized that I've been lied to by my own mother. I had questions. "Why do some parents avoid such topic?" and "why do schools not teach proper sex education?" In this essay, I'm going to address the need for parents to educate their kids. Schools teaching students about sex and being welcoming to every gender.

I think Sexual education should be taught at a very early age. Most kids start to get sexually actively around middle school. In my research on "Sex Positive Families", I found that most parents think that if they talk to their kids about such a topic, their kids will wanna do it. However, this proves to be incorrect as most of the time, kids will consider the options and pause on their sexual activity. Parents need to start normalizing sex and understand that its an act that will be committed, one day. If youth are given the accurate information they will better protect themselves. In my research kids who understand the consequences of being

sexually active. Better protect themselves by using birth control methods and using condoms so they don't contract sexually transmitted infections (STI).

In a quiet room filled with my fellow seniors, I broke the silence with a question. "Where did you guys learn about sex?" It was revealed that most had obtained the information by either using sources like google or from their peers, but we have school to teach us right? In high school, it is expected that you learn about these topics but in this generation, kids are starting to explore at a much younger age, the earliest being the start of middle school.

Not all states are required to teach sex education in a structure way. Some states, such as Alabama and Arizona, don't even teach the subject at all. They preach abstinence to their students and tell them to wait till marriage to have intercourse. Schools should teach safe sex and ways on how to prevent STIs. Schools should talk about different types of birth control that are available. It's also important to include information for students with different sexuality. In a video by Above the Noise, "Sex education in America: The good, The bad, and The ugly", high school students shared their thoughts on the current Sex Education. One student talked about how it doesn't include people in the LGBTQIA+ community. School needs to provide to students that have different sexuality, they should teach sex between non heterosexual people as well. It's very important to help kids understand safety no matter their sexual orientation.

The topic of sex should be normalized and talked more about to people at a very young age. To help kids understand the changes in their body and explore their sexuality. Parents should have conversations about sex and the human body to their kids. School should include people with different sexuality. If we do these things, teenager would have the knowledge and ability to protect themselves and weigh their options when it come to safe sex.

KADA ORLOW, BURLINGTON HIGH SCHOOL,
FRESHMAN

My sister and I were very little when my mom became our only parent. She was all by herself, with no "safety net", as she calls it. We were left with nothing but each other. She struggled with lack of money, food scarcity, and sometimes there were issues with places to live. As I grew older, I began to see the struggles that not only my mom, but many other families face when trying to raise a family and dig themselves out of a hole. I've listened to my mom explain to me many times, how impossible it is for one person to raise a family, to have to be in two places at once, while trying to get us off to daycare or school, and to try and hold down a regular job (no longer a career as she may have had long before), and to just keep going no matter what, because you can't stop. Stopping or resting is never an option. Some of the issues that my mom recently was asked to speak about at a press conference have to do with exactly that. My mom spoke for, and represented those people, that typically are not heard; the single parents and the sole parents. She offered solutions that would help make things easier, better for others, if only they could be put into practice everyone would benefit. Now, it is my turn to speak up for an issue I believe needs to be addressed in our society.

The system itself for single mothers is like quicksand, it doesn't matter how hard you try, you just get exhausted. You will never get out of it, but you just keep pushing. My mom resigned her promotion and went back to working part-time so that she and her family could survive. This shows that parents are forced to practically choose between